

DEMOCRACY EDUCATION IN SCHOOL

DIANA RYCHLIK,

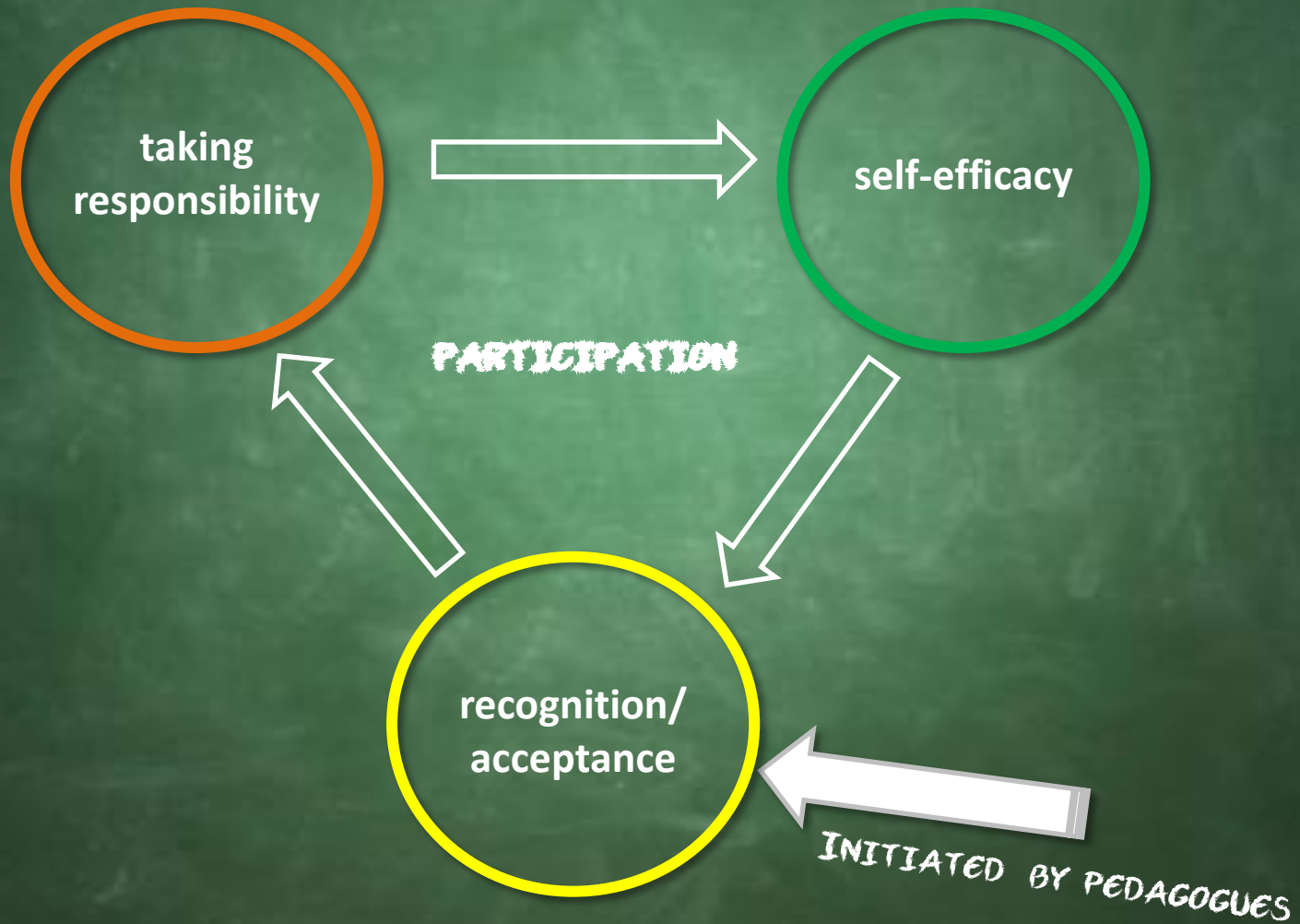
DEUTSCHE GESELLSCHAFT FÜR DEMOKRATIEPÄDAGOGIK E.V. (DEGEDE)

PARTICIPATION

definition:

- decision taking
- having access to decision taking processes
- requires a structure which is open for change
- from an integrative point of view: taking into account marginalized groups

PROCESS MARKERS OF DEMOCRACY EDUCATION (BY W. EDELSTEIN)



THREE FORMS OF DEMOCRACY — GERHARD HIMMELMANN (2004)

Democracy as a form of living

solving problems and conflicts, finding solutions and learning strategies, discussing subject contents



Democracy as a form of governance

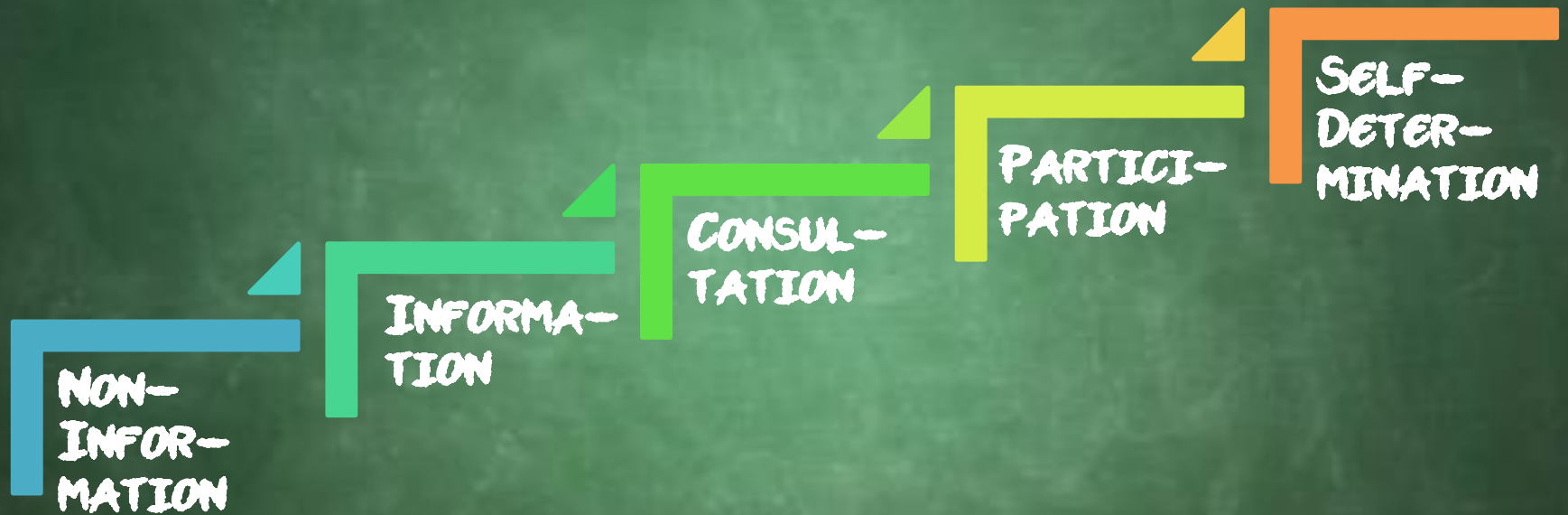
elections and delegations, pluralism, public affairs, conflicts, civil society



Democracy as a form of society

projects that take responsibility, politics, power relations, human rights, rights and decision taking processes

THE LEVELS OF PARTICIPATION



Freely adapted by Deutsche Gesellschaft für Demokratiepädagogik e.V. from:
Gernert, W. (1993): Jugendhilfe – Einführung in die sozialpädagogische Praxis, München u.
Basel

THE LADDER OF PARTICIPATION



Freely adapted from:

Hart, Roger (1997): Children's participation. The theory and practice of involving young citizens in community development and environmental care. Reprinted. New York

CRITERIA FOR SUCCESSFUL PARTICIPATION IN SCHOOL

- Real consequences for real problems → no alibi-participation
- Transparency about participation possibilities
- Continuity.
- Participation is voluntary and non-participation isn't punished → „to move“ VS „to be moved“
- Projects/actions suit into social context of the school – There is a structural frame for participation processes.
- Freedom to be against something and to express it and take action to change it – The school is open to discourse.
- Students are confronted with issues that demand action taking.
- Balanced importance of solutions and process.
- Acceptance and recognition as well as a feedback culture is an integral part of the school culture.
- Controversial thinking is supported.
- tbc...

PRACTICAL IMPLEMENTATION

student body

- communication platforms (bulletin boards, blogs), social media groups
- mail boxes for student's issues, topics to discuss
- open student body for unelected but active students
- events
- support by teachers or social workers

PRACTICAL IMPLEMENTATION

- student-teacher evening (additional to parent-teacher evening)
- peer-to-peer-programmes → peer mediation, peer mentoring
- assemblies (class council, student council, girl's circle, boy's circle, teacher conference, student assembly, school conference, **gerenal assembly**)
- „Just Community“

PRACTICAL IMPLEMENTATION

- communication and transparency about self-determination and participation instruments
- combining learning fields:
 - e.g. discussion panels, voting procedures
 - project planning in different subjects
 - creating a design for the schoolyard in art class
 - forms of self-guidance in class

PRACTICAL IMPLEMENTATION

- measures against discrimination – workshops, project days with a focal point on antidiscrimination, anti-racism, -sexism i.e.
- empowerment groups, e.g. for girls, for queer youth, for students with special needs; creating safer spaces, student-initiated project groups
- school press, student magazine, student-blog

SOURCES

- Althof, W./Stadelmann, T. (2010). Demokratische Schulgemeinschaft. In: Edelstein, W./ Frank, S./Sliwka, A. (Hrsg.). Praxisbuch Demokratiepädagogik. Weinheim und Basel: Beltz, S. 20-53
- Becker, H. (2014): Partizipation von Schülerinnen und Schülern im GanzTag. Der GanzTag in NRW. Beiträge zur Qualitätsentwicklung, Heft 27. Münster.
- Edelstein, Wolfgang (2007). Erziehung zu Demokratie und Verantwortung. Einführungsvortrag zum Workshop „Demokratische Schule – Schule in der Demokratie“, Heinrich-Böll-Stiftung, Berlin, 5. December 2007.
- Gernert, W. (1993): Jugendhilfe – Einführung in die sozialpädagogische Praxis, München/ Basel.
- Hart, Roger (1997): Children's participation. The theory and practice of involving young citizens in community development and environmental care. Reprinted. New York.
- Gerhard Himmelmann (2004): Demokratie-Lernen: Was? Warum? Wozu? Hg. v. Wolfgang Edelstein, Peter Fauser (Beiträge zur Demokratiepädagogik - Eine Schriftenreihe des BLK-Programms „Demokratie lernen & leben“).
- Kahn, Ulrike (2015): Klassenrat - Herzstück einer demokratischen Schule. Eine Einführung für Pädagog_innen. With contributions of: Marcel Bensen, Julian Knop, Georg Mastsch, Christa Schäfer. Berlin, Jena: Förderverein Demokratisch Handeln e.V.